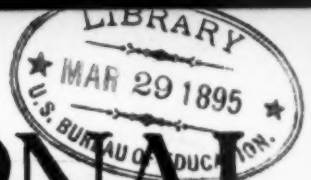


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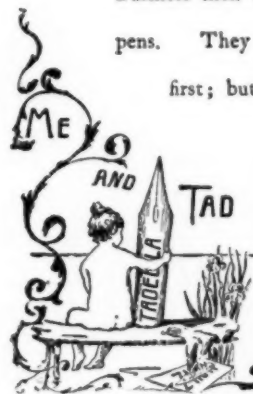
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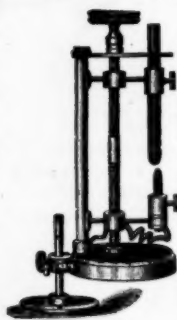
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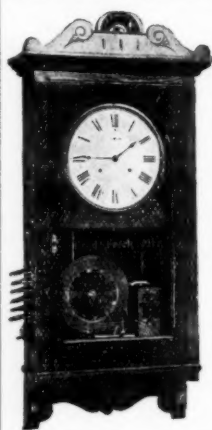


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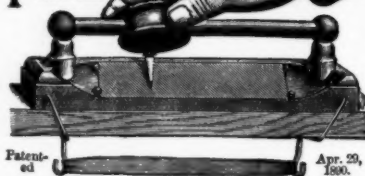
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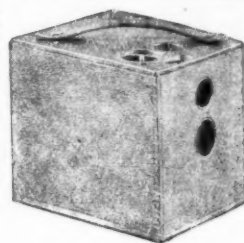
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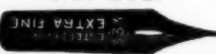
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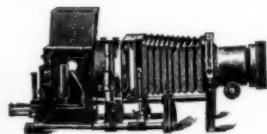
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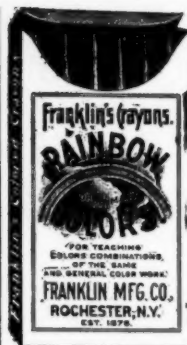


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# THE SCHOOL JOURNAL

A Weekly Journal of Education

Vol. L.,

For the Week Ending March 30

No. 13

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The business department of THE JOURNAL is on page 288.

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## The Danger.

The child is taught to read—sometimes with much labor. At once there is open before him a vast field; books and papers abound. In the city papers are thrust in his hand; a portion of some exciting tale is given him, to entice him to buy the remainder. The free library contains numerous volumes whose sole object is to entrance his imagination.

The two inhabitants of the Garden saw daily before them two kinds of fruit—one would bring happiness, the other misery. In like manner before the child who has learned to read there are two kinds of books; too often he does not know that one kind will eventually prove a curse; too often he takes up any book, any paper, simply because he is able to decipher its hieroglyphics and there is a certain pleasure in substituting the connection of thoughts found in them, in the place of connecting his own thoughts.

No problem is hardly greater than the one that confronts the world growing out of the possession of reading. The Catholics see this more clearly than the Protestants. They prefer to know the young person is able to recite the Catechism rather than to know he is drawing books from the free library. The Catholic bishop of Illinois declared that the power to read must not be booked as education—the use which will be made of this power will show whether there is education or not.

Just how to solve the problem has been the subject of very much thought, but no solution is apparent. Of a thousand children in the cities who learn to read a very large number will be demoralized by reading; yet it is believed that a larger part of that thousand would be worse off in many ways if they could not read. This shows that while evil comes from it, it is not in the possession, but the use of the new power.

Shall the child be taught to read? Most certainly, with all the risks that flow from it. Life itself is full of risks; sometimes when a child is dead we say it is best, and echo Longfellow's words, "free from temptation." All movement of the child when it leaves the mother's arms are attended with risks. There is risk in obtaining an education. Many a young man has gone from a peaceful home to a college and ever after buffeted with tempests and trials growing out of the new life entered though the gate of his education. There is risk learning to read—the power may be misused.

A lawyer was asked concerning a young man in the same boarding house. He replied: "He will never amount to anything; he reads nothing but newspapers." This was a quick but correct judgment. Here was a young man able to read and misusing his ability. Newspapers have their place, not to be the sole reading of any one.

Along, then, with the power to read there must be some judgment, some taste, some appetite pertaining to reading; the young person is set afloat by the teacher in a sea of books and papers—what shall he do? It is of very little account that a teacher say you must not read this or that book, or you must read this or that; yet it may help that certain great names are used.

The Protestants are right in saying, Teach the child to read, let the hazards be what they may. The Catholics are right in saying, It is of paramount importance that there be the great central idea in the child's mind—duty to God. The inherent guiding principles must be strengthened. If the child goes out into the world with the power to read, and does not care a snap whether he pleases the unseen yet surely knowing Creator, if he is conscienceless, if right and wrong are not distinguished clearly, the probability is that this new power will lead him to evil. This is by no means all that can be said; the conclusion is that more than mere reading must be aimed at in teaching.

## Mental Education.

By CLEMENT FRZANDIE.

THE TRAINING OF THE MEMORY.

Next to the judgment comes the memory, and this we do claim to educate in our schools, but how faulty our methods are will appear when we come to seriously consider the question. Memory, like all our other faculties, physical and mental, can be developed only by use, yet there is a proper and an improper use for it. Just as a boxer can by training develop his arms at the expense of the rest of his body, so by memorizing pages of logarithmic tables we can develop the memory for figures at the expense of the memory for form or color. Real education consists in the symmetrical development of all the powers of memory, not merely the memory of sound by the repetition of passages of prose or poetry, not merely memory of form or color, not the memory of isolated facts, nor even the memory of general principles, it is something higher than any of these, and yet it includes them all.

Memory depends upon two great factors, vivid and complete impressions and on repetition. The first may be called intellectual memory and the second rote memory. The two are necessary to all human beings, whatever their walk in life, but the first is the only one that requires education. The rote memory will develop itself to a high degree without any assistance from the

teacher. Whatever a man's business those things which he oftenest hears or sees will be best remembered, whether useful or detrimental, whether profound or stupid. As a rule, however, this facility of memorizing by repetition is of great advantage to us. The technical terms which we use daily are thus made familiar and we therefore unconsciously acquire the very knowledge we most need. Hence the rational way when there is any knowledge we wish a child to learn by rote is to compel him to use it frequently. Our school studies if properly arranged will do this of themselves, but if not we must modify them so as to secure the result. Many teachers claim that arithmetical rules, axioms, and the multiplication table should be learned by rote, but it is a great mistake to teach them by senseless repetitions. Continued drill in multiplication, in arithmetical problems, or in geometry, will secure a sounder and more valuable memory of the tables, rules, and definitions than any amount of oral repetition which it must be remembered, will only impress the meaningless syllables on the child's mind.

Hence the training of the memory consists fundamentally in securing vivid and complete impressions, and in afterwards requiring that the most important knowledge be frequently used by the child after it is once obtained.

Few persons realize how incomplete and inaccurate our memory really is. Let any one shut his eyes and attempt to draw or describe the appearance of his own parlor or the face of a dear friend, and unless an artist whose memory of form has been developed by his art, the chances are great that he will make a complete botch of it; the reason being usually that his first impressions were not vivid or complete. Training of the observation and of the judgment are therefore necessary for the proper training of the memory.

Moreover we must remember that a striking feature in an object will always command our attention, and hence will be better remembered. For this reason in training the memory of children those objects which present strong contrasts and striking features should first be used. Memory is moreover dependent upon the amount of interest aroused in the subject. A child will not readily forget that Christmas is coming, nor, for that matter, that examinations are at hand. Fear as well as pleasure aids the memory; hence, whatever is to be remembered should be put in an interesting form. Finally sequence, or association of some sort, greatly helps the memory. It is much more easy to remember a long passage in prose than the same number of disconnected syllables having no meaning whatever. One word suggests the other, and one thought the following. Hence it is that while it is difficult to memorize a long proposition in geometry if not understood, it becomes no task whatever to repeat it if the fundamental ideas are thoroughly comprehended.

From what precedes it will be seen that the committing to memory of prose or poetry has but little if any real educational value. It does not train the memory, at least not to any appreciable extent. It may be and is very useful for declamatory purposes, as recitation of any kind serves to give the scholar self-confidence, but this properly belongs to moral education and it would therefore be out of place to dwell upon it here.

In conclusion, therefore, I would repeat that the faculty of memory should be trained by securing vivid and complete impressions, and that the child should be frequently made to reproduce these impressions afterwards in different ways, especially by drawing from memory objects he has seen, and by describing them orally or in writing. Drawing and composition are the great aids to memory as they are to the observation, and hence should be given a prominent place in every school and college curriculum, but it must be understood that the drawings and descriptions must be from nature, not meaningless straight lines or curves, copies of pictures, or compilations from an encyclopedia.

I have not mentioned the fact that good health and a restful state of mind and body are necessary for repro-

ducing the impressions made on the memory. Physical education, as we have seen, underlies all others, and, if improperly attended to, the mental and moral faculties must of necessity suffer.

#### THE TRAINING OF THE REASON.

Reasoning may be said to consist in the distinguishing of likenesses. We see an object or an idea and we instinctively group it with another set of objects or of ideas already known. It is in other words merely a form of judgment, but one that presupposes memory of a certain number of objects or ideas already understood. It is therefore obvious that the reasoning faculties cannot be properly trained unless both the judgment and the memory are efficient.

The majority of our schools to-day claim to teach reasoning, but alas, the results are far from satisfactory. Whether we look at our newspapers, our magazines, the methods of our business men, the laws of our government; no matter in what direction we turn our eyes, we are struck by the utter lack of logic displayed in carrying out the simplest processes. Sophistries of all kinds are current, not only among the uneducated classes, where it is natural to look for a deficiency or reasoning, but among those who have received the benefits of a college education.

The reason is one of the most important mental powers to cultivate from its value as a tool. Train the memory and you teach a child to remember the facts it has learned. Train the reason, and for every fact it learns, there will be hundreds of thousands of correlated facts which it learns at the same time, since they can all be deduced from the one fact known. Hence its importance cannot be over-estimated, although you will continually find teachers who claim they haven't time to train the reason; "it takes too long" they imagine that they are promoting the child's welfare by spending the time that should be employed in teaching reasoning to other matters. They think it more desirable to force the child through a given text-book in any manner, than to spend the necessary time in educating the mental faculties. They are as foolish as the man who starts out on a long journey with insufficient money, instead of waiting to secure ample capital. The start is sooner made, but when his funds give out he comes to a standstill and has the discomfort of seeing his wiser friends, who set out later, passing him in the race because they waited for better equipment.

There are two great branches of science which may with profit be used for training the reason, namely, mathematics and natural science. Some principles of logic may also with advantage be taught.

Reasoning is not a complicated matter after the pupil has grasped the fact that everything has a cause, and that like causes produce like results. Almost the entire subject of arithmetic can be reduced to the simple reasoning employed in the reduction to unity. A scholar who can reason: "If six apples cost twelve cents, then one apple will cost one-sixth of twelve cents, or two cents; and four apples will cost four times as much, or eight cents;" such a scholar, thoroughly understanding this formula, can reason out all examples in proportion, in percentage, in interest, etc., etc., etc. In short, he will be able to solve almost any problem in arithmetic.

But while a knowledge of this elementary reasoning thus simplifies in a marvelous manner the whole subject of arithmetic, it follows as a natural consequence that arithmetic is too simple a subject to properly train the reasoning faculties. It does excellent work in this direction, but it requires the assistance of other studies. Algebra is better because the reasoning is there more involved, and geometry is probably best of all, as it not only deals with tangible facts, easily verifiable, but there is considerable variety in the methods of proving propositions, and often great complexity in the reasoning processes involved.

The natural sciences are also of great importance in the training of the reasoning, and experimental chem-

istry and physics are both to be highly commended, the scholar making his own inductions and deductions, and putting his conclusions to a practical test as easily as with mathematics, and with results that are almost as tangible. Botany, too, is valuable in this direction as are also the other natural sciences, but none probably equal experimental chemistry and physics.

There is, however, one fact which must always be borne in mind; it is that you cannot teach a child reasoning by telling him the reason for things. I often hear teachers complain that they repeat a reasoning process twenty times to a child without his understanding it. They might repeat it a thousand times with no better result. The child may perhaps memorize the words, but he will not understand the idea. He must reason things out for himself if he is really to understand the process. The average child can readily learn how to multiply one number by another without any aid whatever from his teacher, if he first understands our system of numeration. Likewise he can discover for himself how to add, subtract, divide, or multiply fractions without any rule or formula of reasoning, if he thoroughly understands what goes before. After he has thus actually discovered the method for himself, he will readily understand the reason for it, because he must have already unconsciously used some form of reasoning to arrive at his conclusions.

Before leaving this subject, I would urge upon all teachers the paramount importance of a proper training of the reasoning powers. It takes time, patience, and knowledge, to properly develop them in the child, but the result is worth many times the effort, for the result is nothing more nor less than the production of intelligent men and women, implying the progress of the whole human race; surely, such an end is worth striving for!

## Having Fixed Principles.

By W. W. PERKINS.

A SCHOOL-ROOM INCIDENT.

The pupils had gone out at recess, and I had raised a window and stood by it to get some fresh air and to enjoy also the sport that was in progress. I noticed two boys were standing at the entrance to the grounds, and that some sort of a crisis had come. I knew by the attitude of each that the conversation was by no means friendly. Each was about the same age and strength; but they greatly differed morally. Henry was a good student and well brought up; George had better native abilities, but he relied on them too much and not on industry. There was nothing really bad about him, but I felt he had not yet come to live in accordance with fixed principles.

There was a doubling of fists by George, there was a firm standing up by Henry, and I feared there would be a fight, but the bell rang and they started slowly along to the door, each watching the other; they came in last and I could see each had been in an excited state of mind. What was I to do? What was best? Just then a pupil came to my desk and I made him sit down and in a low tone asked him what was the trouble between Henry and George. He promised to find out. On his return he gave me an insight of the incident at the gate.

A slight difficulty had arisen between them about a base-ball bat, and George had said, "I have a good mind to give you a licking." Henry said, "You have to spell able first." George said, "Oh, you daren't fight me!"

At this point I interrupted my informant and called the two boys forward. I wanted them to know I did not consider them as criminals at all, that I simply wanted to know what was going on. I did all I could to encourage them to talk. I wanted the school to hear the conversation because I could make use of it as a lesson. George began:

"Well, you see I had a bat, and lent it to Henry; his brother got it and let it get wet and I didn't think that was fair; and we got to talking about it. But it is of no consequence; it will be as good as ever when it gets dry. I don't care anything about it, I can buy another."

"But you offered to fight Henry?"

"Yes, I 'spose I was rather mad."

All this time Henry had said nothing. I knew he was a boy of good principles and averse to scuffling and brawls; so I turned to him.

"You were ready for a fight, were you, Henry?"

"No, sir, I wouldn't fight, and George knows it."

"How is that? Why not fight? You are not afraid of George; you are as strong as he is."

"It isn't that—I made up my mind not to fight." Here some tears fell and I could see he was much agitated. "My mother doesn't want me to fight, and I promised her I wouldn't."

This gave me a better view of the case. He was one of two sons; the family was one of excellent standing; his mother evidently felt that Henry must be placed on a higher platform than the ordinary boys of the town.

"Scholars, here is a most interesting condition of things. George don't care a cent about the bat, but would fight about it for all that; Henry has been forbidden to fight, and has promised not to fight, and yet had too much spirit to tell George this. So that they came near having a collision. Now we must learn something from this."

I think George was wrong to "stump" Henry, as it were; I don't think he ought to have done it. Many a quarrel comes from this "stumping." I hope it will not be done in this school. There are lots of ways to enjoy oneself without doing it. And he kept on picking away at Henry when, as he says, the bat was of little account—I don't like that. George must struggle against that; a great deal of trouble comes from "picking old sores" as my grandfather used to say.

Now Henry has taken a noble stand, and he will be paid for that all his life. The Bible says, "Children obey your parents" in one place; and in another it promises that those who honor their parents will live long. Not long ago a man was hanged for murder in Arkansas, and while in prison he often said, "My mother told me when I was a boy that if I minded her I would live to be an old man; but I did not do it and now I see what she meant."

The foundation of success in life is laid when a boy determines to mind his mother. Some boys think it shows they are quite manly when they refuse to mind their mothers; it is a greater mistake than to say that twice five makes eleven. George Washington was noted for minding his mother long after he became the pride of this country.

I like the position Henry has taken. Every boy and every girl in this school and in this town that takes a position like that is sure to succeed. I once had a pupil of fine abilities; everybody thought he would make a smart man. I found he was very disobedient to his parents, and talked with him about it. But his wilfulness was deep-seated. He went off on a gunning expedition against the command of his mother, and was wounded and one of his legs had to be amputated. I never saw a boy succeed who did not mind his parents; so that Henry has taken a right position. He may be laughed at, but he is right and can stand that.

I am glad, boys, that you have told me about this matter; we are all interested in each other. George means well, but he has not got his principles firmly fixed yet. He does not want to be a noisy "rough;" of course not, but he thinks it is very good style to fight if he is sure of beating the other fellow. I think the true plan is not to fight unless you are set upon and likely to be hurt. After a good many years there will be no fighting in this world; let us determine we will belong to the "no-fighting" class—the highest class.



## Economics in Elementary Schools.\*

Political economists, in their zeal for scientific advance, have concentrated their attention upon technical discussions. They have dwelt upon disputed topics and have rejoiced in the discovery of new truth. But they have overlooked the more obvious economic laws and phenomena which are of general interest. Economic controversy at any particular time wages around certain points selected, not because they are really the points of public interest, but for reasons connected with the internal development of the science. The makers of text-books innocently suppose that this controversial literature is suitable material for their purpose, and the result is that the body of economic truth over which there is little or no controversy finds no adequate expression. The economic literature, in consequence of the absence of these leading ideas, is defective, and creates a false impression of the relation between the established and accepted facts of Political Economy and its disputed propositions.

As long as the text-books reflect the tone of the literature, there is small chance of introducing economics into the schools unless this technical literature is avoided and a return made to those first principles which lie back of all discussions. These principles are of so general a character and of so simple a nature that they enter naturally into the child's world and can be illustrated by many striking examples based upon the experience of children. While the actions of the adult are much more complex than those of a child, the motives in the two cases are not as different as might be supposed. It is possible, therefore, to use the material of a child's life to prepare him for the more intricate economic world with which he will become familiar when a man.

It is generally conceded that the basis of political economy is found in the theory of utility. It is the aim of economics to discover how to increase our utility and how to reduce our cost. We must know something about degrees of utility before we can determine what the value of commodities is, but the problem of value, vital as it is to us, has no interest for children, because their life is not a life of cost. The cost of articles consumed by children is borne by parents or friends, and if they have acquired an interest in the cost of commodities, it is due to their environment, or false notions of their teachers. I do not mean to deny that, as has been asserted by so many economists, the ideas of value and cost can be presented to the children in public schools, but I do say that other doctrines derived from the theory of utility are of much more importance to the children of public schools, and to adults as well. We should be much better off if we would develop first these fundamental ideas in our social life as well as in the life of our children.

### INITIAL AND FINAL UTILITY.

It is important for children to understand the difference between the initial and the final utility of a given quantity of goods. The first portion of an article we consume gives us more pleasure than the second; the second more than the third; and the third more than the fourth. In other words, we have a decreasing utility with each increase in the quantity of goods. Any one having four cups of coffee will recognize that the intensity of the pleasure from the first cup is greater than that from the last. As matured persons we look on the problem of valuing commodities in this way. If I have four apples and lose one I lose, not the pleasure I get from the first apple, but the pleasure I get from the fourth. With the child, however, as in the brute world, the estimate is different. The child's estimate of utility is based on his initial desire. He is thinking of the first pleasure he will get, and does not realize that if a part of what is before him is taken by some one else his loss is small.

Let me illustrate by taking the case of a lion that has captured a deer. If another animal tries to take a portion of the spoil the lion resents the act because he does not realize that he can eat only a portion of it. He only recognizes that he has an intense desire for meat. He is not thinking of portions of food but of food as a unit. Our children act the same way. It is natural for them to think of commodity and not of portions of commodity. They can very easily be taught the difference between the two ways of estimating if the facts are presented in the right way. On all sides we can see injury to the child due to his failure to understand this difference. If he understood the fact that his interest lay in the final utility, and not in the initial utility, his conduct would be more generous and he would be willing to let some portions of each commodity go to other persons. We have all seen children at table hungrily watching their elders served first, while they suffer as much as if they would receive nothing. This is an error in their reasoning, an error which can be corrected very soon if the proper facts are presented to them. They do not realize that one portion of a commodity is no more valuable to them than another portion and that a part can be given away without much loss.

If one boy has apples to-day and another boy will have apples

to-morrow, both will get more pleasure from the apples if one gives a part of his apples to the other than if each tried to eat all his own himself. If one has two apples and gets five units of pleasure out of the first and two units out of the second, he gets seven units of utility. Suppose he divides his apples with the boy who has none to-day but will have some to-morrow. The boy gives away the apple which would only give him two units of pleasure. The two boys would then have ten units of utility. On the morrow the process is reversed. We have the seven units of utility again transformed to ten units by the generous action of the other boy. By a careful education we can bring these important facts to the boy's consciousness at a much earlier period than they would come if we neglect them and let him find them out for himself.

[TO BE CONTINUED.]

## Sloyd as a Means of General Education.\*

By GUSTAF LARSSON.

The word "sloyd" pronounced in Swedish "slöjd" is derived from an old adjective "slög," meaning skilful. It was used in the writings of the fourteenth century, and always embodied the idea of planning and executing, and was applied to works of art, architecture, embroidery, etc. The word "slöjd" has a long history, but this throws very little light on the subject of educational manual training. The word expresses the idea of *planning and executing*, and, as it has no equivalent in any language, it seems desirable to adopt it, as the word kindergarten has been. Casual observers have judged the sloyd by its outward expression, *i. e.*, the articles made, and have never gotten behind them to the vital fact that its value can only be estimated when one has a true knowledge of the needs of childhood, and how this work is arranged to meet these. The physical and mental capacity of the child is first considered, and suitable provision is made for his putting forth the necessary effort to reach an end which he sees and desires. This careful provision is found in the progressive exercises. An exercise in sloyd is a specific use of a tool, involving a certain mental effort. The principle of correct progression has frequently been overlooked in the arrangement of manual training courses. A strict examination of the prevailing systems would prove many of the exercises to be of very little value in developing the child.

Variety which is provided for many activities, must not be understood to mean an incessant changing from one exercise to another, before the exercise has had time to produce a definite effect upon the child's mind. This is a vital point. Each new exercise must be practiced only so long and so steadily as to impress upon the child a correct understanding of it. The exercise must be changed for another before it becomes mechanical, or habitual, calling for less effort. So soon as this happens, the exercise is no longer an adequate means of development.

The opportunity for variety which sloyd affords must be studied closely, such as: 1. Variety of exercise; 2. Variety in arrangement of exercises; 3. Variety of objects made; 4. Variety of wood used; 5. Variety of physical labor; 6. Variety of intellectual problems.

Sloyd offers occasion for free-hand work or modeling of solid forms. By confining the child to that kind of work which he continually tests by instruments, he grows dependent upon the testing tools, and comes to mistrust his eye and touch. This is the reason for placing in a course objects having curved outlines which cannot be tested by instruments; for by the eye and sense of touch alone must the pupil judge their correctness. Since the principle that the child shall have free-hand work is considered so important in sloyd, a proper tool for the work must be provided, and of all tools, a knife, properly constructed, is found to best meet this need, because it is the most familiar, the simplest, and least mechanical. This tool makes the pupil from the beginning of his work feel the need of concentrating his thought upon the work in hand. This mental attitude, springing as it does from the very beginning of the sloyd work, is of immense educational value; it teaches the child to think before acting. The knife, however, is not the only tool we use in modeling in wood. The plane, spoke, shave, gouge, and file are used in making the various exercises involved in form work. A distinction must be made between whittling and so called knife work. In whittling, the child uses his muscles freely in cutting away shavings, whereby his progress is made visible, and his judgment is kept alive in every movement. President Hall has called attention to the fact that the large groups of muscles controlling arms and trunk should be trained before the fine muscles of wrist, hand, and fingers.

Furthermore, sloyd employs the making and using of working drawings, as a means of concise thought expression, and therefore the pupils should make a working drawing of the model before he begins to reproduce it, in order to show that he has the correct conception of it. In most cases the drawing should be

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\*From a paper read before the California State Teachers' Association.

made by the pupil himself. However, a drawing not made by the pupil, and with which he is not familiar, should sometimes be used instead of his own, in order to teach him how to read the thoughts of others. A working drawing represents the object as it is, and not as it looks.

Sloyd cultivates the æsthetic sense. The pupil is led to see and feel the simple beauty of proportion, of harmony of parts as well as grace of outline—those elements of beauty which should be found in the useful, as well as in the merely ornamental. This is another reason why sloyd attaches so much importance to the free-hand modeling in wood of solid forms.

Every model should be of such form and proportion as a true artist would approve.

Sloyd work is arranged so as to provide for a wholesome proportion between problems of thought and of tool work.

Exercises requiring different thought may be produced by the same tool. Thus it will be seen that a rational system of manual training cannot be based upon the tools alone, but on the exercises or the different problems to be produced by the tool. For example in planing, the attention is exercised in different ways when planing with the grain and across the grain, though the action of the plane is very similar.

Sloyd constantly offers opportunity for the cultivation of habits of accuracy by the use of testing instruments, such as rule and try-square, and of thorough honesty by the pupil's correction of his own mistakes.

There is hardly another subject in the whole school course which offers such good and continuous occasions for enforcing habits of rectitude, or honesty, free from self-indulgence and self-deception, as sloyd work does by means of those never changing, never doubtful testing tools, the ruler and try-square. These two tools have been spoken of as emblems of moral rectitude by which the child is led to see and feel what is really honest or straight according to his own conscience.

It is an interesting observation, which every teacher of sloyd can make with his beginners, that the pupils will consider their work very good, if it varies one-eighth of an inch, and that it will be but a short time until they have grown critical enough to feel dissatisfied at an error of only one-sixteenth of an inch. And thus the habit of absolutely strict honesty will grow, increasing in intensity and clearness all the time. In the drawing which the pupil follows, the dimensions of all the parts are given, and a model is not considered correct unless it corresponds exactly with this standard.

Another help to the development of thoroughness, honesty, and truth is that sloyd models are finished inside and outside with equal nicety.

In order to assist the child in thus impartially judging his work, some teachers have the pupils write upon their finished work the dimensions they should have obtained, and also those they actually have.

Sloyd pays special attention to physical development, and excludes all harmful attitudes and movements.

Experiments have been made aiming also at the equal development of the right and left hand, but, as yet, it has not been found to be practical, though we still insist upon the use of certain tools with either hand, namely: saws, planes, bits, etc.

It was originally stated that sloyd was only adapted to small classes or individual instruction, and all ideal instruction ought to be such. But since sloyd is needed for all children of certain grades in public schools, we have to do the best we can with large classes. I should recommend, however, that the maximum number be twenty. Since the sloyd course is so thoroughly graded it is as well, and better, adapted to class instruction than any other course of manual training, for all these kinds of manual training require that some individual attention be given to the pupils.

It is frequently imagined that sloyd is a certain set of useful articles, advocated for its industrial value, or for the amusement which it affords the child. Both these conceptions are erroneous. The question of the "useful model" has been carefully considered from a psychological point of view. The child must work for an end that is good and desirable to him, not merely so to those who are guiding him, for the training of the will depends on "the ideas of the end of the action and by a vivid feeling of the worth of that end." A child cannot have "a vivid feeling of the worth" of articles that are of no use when completed.

The model is selected by the teacher, in consideration of the steps to be taken. It must be adapted to the age and condition of the child, and to the needs or requirements of the locality where the school is established.

As these exercises embodied in the sloyd series are based upon pedagogical principles, so the teaching of them must be; therefore, sloyd requires a trained teacher, and you will readily see that a mere artisan cannot fulfil these requirements. With all due respect to the artisan and his trade, I must say that cases are very rare where artisans are found possessed of sufficient psychological insight. Such insight forms the foundation of the work of the teacher, and the combination of this insight with the knowledge of the use of tools constitutes the true sloyd teacher.

The best sloyd teacher is one who has been thoroughly acquainted with common school studies, practically as well as theoretically, and who has taken a complete course in sloyd training. His manual dexterity need by no means be equal to that of an expert mechanic. It is sufficient for him to understand and handle tools, understand the reasons for the exercise, execute exact work and to direct and supervise the work of his pupils.

In my experience I find that it requires about five months, five hours a day, for a person who is already a teacher to satisfactorily complete a sloyd course.

The value of a series of sloyd models can only be logically tested by a consideration of their fidelity to the fundamental principles of education, and capricious changes of models must be regarded with suspicion. It is also evident that while no one series of models need be arbitrarily used, all adaptations which conform to the same principles will possess strong points of resemblance. So long as the criticism of the complete object forms the basis of judgment, there will be as many systems as there are persons to make new models, and the educational value of manual training will suffer. Not until the motive and the significance of the progression of the exercises is understood, can the value of any system of work be estimated.

## Small and Little.

By CLARA MARSHALL.

"*Mulieres atque infantes*—wives and small children," translated Ben Bolt from his much-bethumbed *Cæsar*, and was going on glibly when suddenly brought to a halt by the schoolmaster.

"What made the children small? Didn't they get enough to eat?"

After school the latter observed to a visitor who had been present at the recitation:

"In trying to teach the boys Saxon in addition to Greek and Latin, I find that I have to impress it upon ninety-nine out of every hundred of them that the meaning of *small* is not *young* or *immature*, but *undersized*. And this is not to be wondered at, considering the way the word is misused by their elders. I dined last Saturday at the home of the youngster I corrected this morning, and his father, as he helped me to new potatoes, remarked that they belonged to a variety which grew to be very large if left in the ground but as they were much better eating when *small*, they were dug very early in the season. Now those roots, though they were no larger than turkey eggs, should never have been insulted by being called small potatoes which, as you probably know, is a term of opprobrium among country people. Little as they were, no doubt they were very large for their age. There are numbers of educated speakers, and even writers, who, while they would never confuse synonyms of Latin or Greek derivation, seem to have a supreme contempt for those of Saxon origin and without the slightest compunction will use interchangeably even such everyday words as *small* and *little*. A young lady who had just returned from some female collegiate institute where they teach, besides a long string of *ologies*, as many different languages as were spoken by the Babel-builders, said to me the other day, as she pinned a half-blown rose in my button-hole, 'I have given you a small one as I know you do not like to be conspicuous.' 'My dear,' said I (she used to sit on my knee when she was a child, so I felt privileged to *dear* her and correct her into the bargain), 'You might as well call that kitten yonder a small cat, as a cloth of gold rose that has just begun to unfold its petals a small rose. Now if you had decorated me with picayune roses the adjective would have been perfectly proper.' 'Thank you for setting me right,' said she with the sweetest smile in the world. 'I shall take care not to misuse the word in future.' Ten minutes later I heard her say to another visitor that her father's cottage was so small that they could not invite so many city cousins as they wished to spend the summer with them. Now her father's house is a very large *cottage*, though it could not possibly accommodate half so many guests as that very small *hotel* at the foot of the mountain yonder. If it were only young society ladies who made such mistakes, we might listen to them with an *equanimem*, but with those who teach young ideas how to shoot, the case is different. Not long ago I took my little boy to Sunday-school, and there I heard the superintendent say to the children: 'When I was *small* I used to think that, if I only had a big balloon, and knew how to manage it, I could find the way to Heaven.' Now that man *never* was small. I have known him all his life, and well remember him at his baptism where he yelled like a wild Indian when his mother handed him to the minister. He was then as large a six-months'-old baby as I ever saw in all my life; and when he was six years old he was as tall as his Uncle Jack, his mother's dwarf brother. Jack, aged twenty-five, was a very small *man*, so small that if he hadn't already been rich, he might have made a fortune by exhibiting himself in a dime museum, but his six-year-old nephew, just his height, was anything but a small *boy*. The more I have to do with the education of boys and girls, the more thoroughly convinced I am that to speak English correctly requires not only some knowledge of Latin and Greek, but also a bowing acquaintance with "Anglo-Saxon."



## Live Geography. II.

By CHARLES F. KING.

## JOURNEYS.

(To the teacher.—Do not expect every pupil to remember all the facts given below. Write on the blackboard catch words to help the memory.)

From Chattanooga to Atlanta the train follows closely the line of march taken by Sherman and his army in 1864. This section is very hilly and well covered with trees. As Sherman had to carry provisions for his great army and fight a strong army in front, no wonder that his march through the valleys and the woods and over the high hills was "very slow." Atlanta has been rebuilt since Sherman's army destroyed it in 1864. It is now a beautiful, active, prosperous, commercial, and industrial city of nearly 70,000 inhabitants. As you ride into the city you see so many smoking chimneys, showing manufacturing establishments, and so much bustle and busy life, it seems more like a Western than a Southern city. Many of these mills are cotton mills, now so common in the South. The first ones were built in Atlanta.

The people call themselves often the "Chicago of the South," and there is a reason for this, but the more common name given to the place is "Gate City," because she is the gateway to the fertile regions farther south. She has very clean, well paved streets, plenty of good drinking water, a perfect system of drainage, an elevation of 1,100 feet, and pure air with an equable temperature. These conditions make her a very healthy city. From Atlanta to New Orleans the traveler rides much of the way through cotton fields. Alabama is called "the Cotton Plantation state." Beyond Mobile and Alabama, and in Mississippi, the route is near the gulf, the rails being often laid on piles driven through the salt water into the deep mud. Mississippi is called "the Bayou state." At one place such a bridge is nearly 30 miles long.

New Orleans has half as many inhabitants as Boston, but it occupies almost as much space because every family lives in its own house. Even the poor creoles and negroes usually have their own individual homes each with garden and fence. The city lies between the lake and the river. The river is above it, and the lake only a little below it. The land is so level that the ridge is only eight or nine feet above the sea; hence drainage is a serious question. It can only be made effective by an immense outlay of money. The city is somewhat like Chicago in this respect. Open or surface drainage is common here and in many Southern cities. When a great shower pours out an abundance of rain it is a great blessing, for it fills the cisterns and floods the streets, washing out the gutters and cleaning them. True, at such times the streets are more or less filled with water, and people must ride home from the opera and school, or else wade here and there. But the people suffer all this with patience, remembering the great good thereby accomplished. The city lies along the eastern bank of the Mississippi river, which here forms the letter S. The lower part of this letter makes a crescent, and here the city first developed. For this reason it is often called the "Crescent City." Canal St. then was the limit of the city in its earlier days; it now is the great business street and divides the French quarter, on the northeast, from the American quarter, or New City, on the southwest. The streets run out from the river at right angles, and the cross streets follow the curvings of

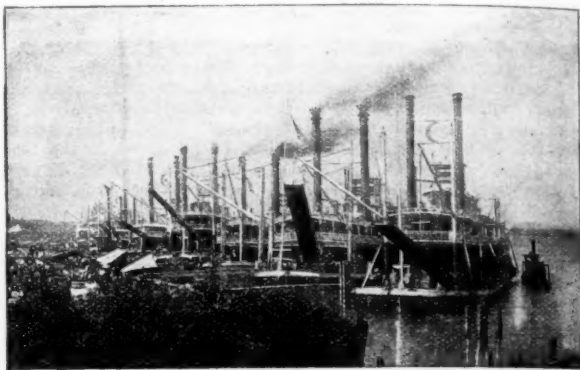


LOADING AND UNLOADING COTTON AT THE LEVEE.

the river bank or levee. The levee, or river embankment, is 15 feet wide, and 14 feet high; in and about the city for fifteen miles, it is built over for wharfage purposes. Owing to the action of the river they can have no slips or docks, so the ships tie up to the sides of the rivers or levees. Here the cargoes of cotton, sugar, molasses, and rice, coal and flour, are landed, distributed, reshipped by foreign steamer or domestic railroad. The goods are moved entirely by negroes and mules. The latter are

extensively used in the South, almost exclusively in New Orleans. A good mule costs as much or more than a horse, but it will do in its life three times as much work, and live on much less. The negroes manage them admirably.

The French, creole, or old part of the town contains many old buildings of historic interest, and old houses, some of them built of adobe, many having lime washed facades or tiled roofs, and inner courts. In this section most of the streets are narrow and bear French names, such as Baronne, Dauphine, Bourbon, Burgundy, Toulouse, Orleans, Ursuline, etc. The people here are most of them poor, but almost every family has its own



STEAMERS AT THE LEVEE.

house, even if small, with a little garden surrounded by a good fence to keep out the goats, dogs, and stray cows. The outer gate in the fence is usually kept shut, and frequently the bell for calling is found there. Many of these houses are only one-story high. New Orleans has thousands of single-story houses and very few double houses or blocks of houses. Flats and tenements have not yet apparently reached this place.

On the American side of Canal street are many fine business blocks, the new court house, markets, churches, and squares. Lee's circle is one of the fine open places containing a handsome monument to Gen. Lee. Beyond the business section are streets lined with beautiful homes, St. Charles Ave. and Prytania street being especially noted in this respect. The houses are mostly two-stories high, with double balconies or piazzas, surrounded by large gardens filled with tropical plants and flowers. Oranges, palms, and magnolia trees are as common as elms and maples in the North. In January the people may be seen on warm afternoons sitting on the balcony enjoying the breeze and the shade. The houses are nearly all built of wood, because brick or stone is too damp in so moist a climate. Most houses have an extensive L on the second story in which are made the rooms for the servants, each room opening upon the back balcony.

All the buildings in this city are evidently built for a warm rather than a cold climate. The stories are each very high, the rooms very large with polished floors, the carpets are taken up in summer time because of the heat. The windows are large and come down to the floors; each has heavy outside blinds that may be securely fastened on the inside so the windows can be open on the first floor during the night without fear of thieves. In the short winter the houses are heated by open fire-places. Furnaces are almost unknown in New Orleans.

Rapid transit was formerly utilized through the aid of one-mule cars without a conductor. These ran on tracks laid in the center of the street under the trees. The mule cars are fast disappearing, and a splendid system of electric cars have come to take their places. The electric cars run at frequent intervals to all parts of the city—and every passenger has a seat.

The lowness and dampness of the ground causes a trench or well two feet deep in many parts of the city to fill up at once with water. People do not naturally wish to put the bodies of their dear ones in a well, so they bury above ground instead of in the ground as is usual in most cities. These tombs or vaults above the ground are made of brick, marble, granite, or some other kind of stone. The "houses of the dead" are plain and humble, or large and very costly. After the coffin is put in its final resting place, the opening to the vault is sealed up. There is nothing disagreeable in visiting a cemetery. The Metairie cemetery is one of the most beautiful burial places in the world. The tombs are all very costly, each of different design or material from the others, but all simple and appropriate. In the Jewish cemetery the graves are made in the ground.

The journey from New Orleans to Jacksonville takes up half a day and a night. The train which is advertised to leave at 11 A. M. moves slowly from the station at 11:30, but in some way reaches its destination on time, and both cities use central time. The route lies at first along the edge of the gulf. Water is seen



in abundance on the left as well as on the right. The fashionable summer resorts are on the gulf not far from the Crescent City. Pass Christian is the most noted. Much of the land is low and swampy. Sub-soil in these states is red wherever a slight elevation is seen. In Northern Florida the land is much higher, hills are common, trees are hard pine. Jacksonville is a growing, pushing place of business. It is on the left bank of the St. Johns river, 22 miles from its mouth. Bay street, the principal street is paved with hard bricks laid on edge. The soil here is very sandy, and the only good roads are those covered

a bluff; it is high, dry, and well drained. The city has a clean appearance, the streets are wide with many trees lining them. Bay street is the business street where the cotton exchange stands, near the river. A fine view is obtained from the rear of this building of the river, the shipping, the islands opposite, and South Carolina some distance away. Bull street, named after a noted man, is the street of the city, and the fashionable promenade. It contains several squares, many fine churches, and public buildings, and a new and elegant hotel called the De Soto. In one square is

a monument to Gen. Green; in another one to Sergeant Jasper; in a third stands the Pulaski monument. Still following Bull street the pedestrian soon reaches Forsyth park filled with pines, palmettoes, magnolias, oleanders, roses, cacti, etc. The view here is quite tropical. The principal cemetery of the city is on the Thunderbolt Shell road, four miles from the above park. It was once the plantation of a rich planter, and is justly famous for its avenues of live oaks, draped with Spanish moss. Business activity was the rule in all Southern states except in Charleston, S. C. This is a very interesting and quaint old city, but its streets were vacant and quiet, its old mule cars almost empty, and the sound of the hammer and saw only heard in two buildings, and one of these the new post-office. The earthquake must have indirectly greatly damaged the place. Meeting street and the Battery are the interesting drives in the city. From the latter can be seen the two rivers making the peninsula on which the city is built and the harbor in which Fort Sumter stands. On meeting street is the great Central market where the tame buzzards collect to do scavenger work, and also the St. Michael's church of the well-



FORT MARION, ST. AUGUSTINE.

with shells. A union station is soon to take the place of the two small and uncouth railroad depots. The latter word, depot, is generally used in the South.

St. Augustine is a delightful place, small, neat, unique. The visitor leaves the train at a new and comfortable station, with a garden of tropical vegetation in front. He rides over a good road to his hotel on the plaza. His hotel is built of "coqueria" (a kind of shell limestone), in the Spanish or Moorish style. It may have cost \$3,000,000. The charge for board may be five dollars or more per day. Both the exterior and interior of this modern, mammoth structure are works of art. A ride through St. George street, which is very narrow and contains many old buildings made of shell stone makes a pleasant contrast. This leads to the city gate and Fort Marion. This fort was begun by the Spaniards with Indian slaves 240 years ago. It is in perfect preservation and gives the best idea of an ancient fortification to be found in this country. It is surmounted by a moat and glacis. The moat can be flooded at high tide. The view of the river and islands from the top of the fort on a mild day, is one long to be remembered.

The general color of the soil in Florida is white or gray; in Georgia the red tinge is soon seen. This state of Georgia seems to be very enterprising to have good and well cultivated farms, to show more farm prosperity than some other states. The negroes live in better homes and have more land near their home



PONCE DE LEON HOTEL, ST. AUGUSTINE.

cultivated. Now and then a very enterprising village is seen like Waycross in a fruit farming section where New England thrift and enterprise were apparent.

Savannah is a beautiful city, situated 40 feet above the river on

known poem.

Columbia, the state capital, is 500 feet higher than the last mentioned city. It has fine wide streets, very red sub soil, and an imposing state house. Cotton is extensively cultivated in this part of the state. Near the city, on the banks of the Congaree, this cotton is made into cloth in a huge mill run by electricity generated by the water power.

Richmond is a favorite place with all visitors. Like Rome it is built on seven hills beside a river. The falls of the James river are very pretty as seen from Gamble's Hill park, one of the seven hills. Belle Isle is a large island seen from this point. It was a place of confinement for federal prisoners during the war. Another hill near the center of the city contains Capitol square. In the State house is Houdon's celebrated statue of Washington, and near by the equestrian statue of the Father of his Country, by Crawford. The latter is much more imposing on account of its greater size, and as it has around the base large bronze statues of Patrick Henry, Mason, Jefferson, Marshall, etc. There are other statues in the square, but the children will be more interested in the many tame gray squirrels which follow one about and eat from the hand. They have their nests in the boxes placed in the trees.

Another interesting hill is the one a mile eastward of the last mentioned, and called Libby hill. Marshall park crowns it embellished with a Confederate monument. The view of Richmond and the river from this point is one never to forget. This city has become a very active manufacturing center. There are not only many tobacco factories from which the strong odor of the weed may be inhaled as one walks the streets, but iron works, machinery shops, etc. The large amount of business in the streets, at the hotels, at the Union station indicated growth and prosperity, suggesting Northern or Western bustle and enterprise. Another proof of this new life was seen in the many new streets in the western part of the city filled with fine mansions and public buildings.

(To the teacher.—A large wall map of the United States should be used in the study of the cities mentioned in the journey. Also an outline map on blackboard cloth where the route and locality of the cities can be traced. Encourage the pupils to bring in additional facts and pictures from every available source.)

For the cuts illustrating Mr. Chas. F. King's second article on "Live Geography," we are indebted to Messrs. Lee & Shepard, of Boston. The illustrations are taken from the fourth book of the *Picturesque Geographical Readers*, of which Mr. King is the author.

Next week's JOURNAL will be a patriotic number in commemoration of the Battle of Lexington. A poem by Miss Edna Dean Proctor, and articles by General Henry B. Carrington, Dr. W. A. Mowry, Supt. Alex. Hogg of Fort Worth, Texas, Mr. Frederi. Allison Tupper, of Quincy, Mass., and others, may be expected.

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## Home-made Apparatus. VI.

By Prof. JOHN F. WOODHULL, Teachers' College, New York City.

## PHYSICAL APPARATUS.

**No. 31. Apparatus to Show that Liquid Pressure Increases with the Depth.**—Three holes are bored in the side of a 32-ounce wide-mouthed bottle. Short tubes nearly closed at their ends are fitted into these holes, and caps are provided for these tubes according to the method described in No. I. To keep the water in this bottle at a constant level during the experiment, a 16-ounce narrow-mouthed bottle, whose neck has been cut off (No. I.), is filled with water and inverted over it.

Cost.—32-oz. wide-mouthed bottle.....	17 cents
16-oz. narrow-mouthed bottle.....	5 cents
Tubing.....	3 cents
	25 cents

**No. 32. Apparatus to Show that the Increase of Liquid Pressure is Proportional to the Depth.**—A

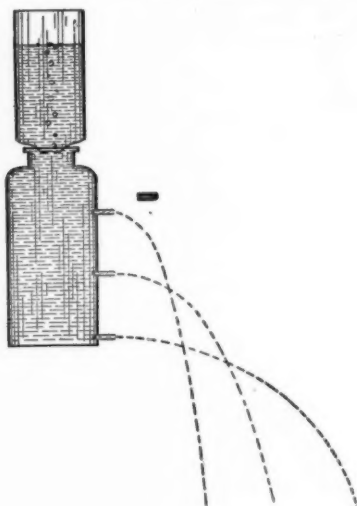


FIG. 42.

glass tube about twenty-two inches long is bent so that the long arm is about sixteen and the short arm about four inches long. Both ends are left open. The tube is fastened to a board-back, and a scale for measurement is placed alongside of each arm. The whole is attached to a board base sufficiently broad to make it stand firmly. The base has an elevated margin, so as to form a tray to catch the mercury which may be spilled by accident.

A little mercury is put in the tube first and afterwards water, alcohol, ether, or other liquid is added to the long arm. The liquid presses down the mercury in the long arm and forces it up in the short arm. Three readings are taken each time a charge of the liquid is added; one giving the height above the base of the mercury in the short arm, one giving the height above the base of the mercury column in the long arm, and one giving the height above the base of the liquid column in the long arm. The second reading subtracted from the third gives the length of the column of water, or other liquid used, and the second reading subtracted from the first gives the length of the mercury column required to balance it. A column of mercury one inch high represents a pressure of about half a pound per square inch. It requires a column of water about 13.7 inches high, and a column of alcohol about 17 inches high to give the same pressure. From such measurements the specific gravity of mercury and alcohol or other liquids is obtained.

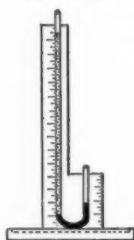


FIG. 43.

The water-column is extended and enlarged by putting a rubber stopper into the small end of a common lamp-chimney and thrusting the end of the long arm of the glass tube through the hole in the stopper. Water is then poured into the chimney. In spite of the fact that the volume of water is so greatly increased, the pressure, measured as before, is found to be proportional to the depth alone.

By means of rubber tubing this pressure gauge may be connected with the spout of the bottle described in No. I. After all the air is dislodged from the tubes, the bottle may be raised and lowered to various positions, and measurements taken to show that the pressure of a liquid is proportional to the depth measured vertically, no matter what is the size or shape of the vessel containing the liquid.

By means of rubber tubing this pressure gauge is connected with gas-pipe, steam-pipe, water-pipe, or the lungs, and the pressure in terms of pounds per square inch determined.

By means of rubber tubing a glass tube is connected with this pressure gauge, and the glass tube is dipped to various depths in various liquids to determine the buoyant force or upward pressure in liquids. By the same experiments we calculate the specific gravity also of various liquids.

Cost.—Glass, wood, and mercury..... 10 cents.

**No. 33. Apparatus to Show that at Any Given Depth in a Liquid, the Pressure is the Same in All Directions.**—Rubber cloth is tied water-tight over the bottom of a lamp chimney. Three glass tubes pass through the rubber stopper, each open at both ends. The lower ends of all are on the same level; one points downward, another sidewise, and the third upward. When a finger presses upon the rubber cloth the water rises to the same height in all the tubes. The tubes act as pressure gauges, and the height of the water-column may be translated readily into pounds pressure per square inch.



FIG. 44.

Cost.—Glass tubing.....	4 cents
Rubber stopper No. 7, with three holes....	20 cents
Rubber cloth.....	5 cents
Lamp chimney from Apparatus No. 12.	

29 cents

**No. 34. Apparatus for Illustrating Buoyancy and the Transmission of Pressure Through Liquids.**—A small pill bottle about half full of water and half full of air is inverted in water in a lamp chimney.



FIG. 45.

There is no cork in the vial. The proportion of air to water in the vial is so carefully adjusted that the slightest change of pressure or temperature will cause it to sink or float. When a little pressure is exerted upon the rubber cloth or the rubber stopper of the chimney, the pressure is transmitted through the liquid to the air in the small vial, causing it to contract, as is seen by the rising of the water in the small bottle. The air, now displacing less water, no longer buoys up the small bottle and it sinks. When the pressure is removed the air recovers again its original volume, demonstrating its elasticity. The weight of the water now displaced by the air and the glass of the small bottle being equal to or greater than the weight of the small bottle, it is again buoyed up. If the small bottle sinks at night when the room is cold it will rise during the day when the room is warm.

Lamp chimney and rubber stopper from apparatus No. 12.

I have read with interest EDUCATIONAL FOUNDATIONS and think it a very helpful magazine for teachers. It is admirably adapted for Teachers' Reading Circles or any association dealing with educational subjects.

A. H. DOUGLAS.

Supt. of Schools, Logansport, Ind.

## Editorial Notes.

The most important attempt in the educational history of America to suggest a solution of some of the most perplexing of the disputed questions relating to the educational values of studies, is the recent report of Dr. W. T. Harris on "The Correlation of Studies in Elementary Schools." The severe criticisms showered upon it by educational enthusiasts and students of pedagogics are evidence that points have been touched involving foundation principles. No better result could have been wished for. Discussion will be brought to face a subject upon which the whole structure and character of instruction depends, on the fundamental idea of the elementary school. What chief consideration shall determine the course of study? That is the question that will occupy the thought of the debaters, and there is hope that the different opinions that are struggling for supremacy will soon find points of contact and eventually lead to the establishment of a universal standard of educational values.

It is of utmost importance that means should be adjusted to ends in educational work. But before this can be done there must be a careful comparison of the ends themselves to determine their relative value and to find, if possible, the general principle which comprises them all and to which they are all to be subordinated. The difficulty of settling these various questions is particularly felt when an attempt is made to lay down a course of study for the guidance of the elementary schools of a whole country. No matter how much care and pedagogical wisdom is exercised in the working out of such a plan, there is sure to be radical divergence of opinions as to its practicability and pedagogical soundness. The principal reason for this oft experienced failure of reaching a general agreement on this vital subject lies, it is believed, in the fact that there is as yet no final standard of educational value, and that in consequence there is much doubt as to the purpose and fundamental idea of elementary school work.

In next week's issue of THE JOURNAL the fundamental idea of the report of the "Committee of Fifteen" as relating to the selection of studies for elementary schools will be more fully considered. It is thus expressed by Dr. Harris:

"Your committee understands by correlation of studies the selection and arrangement in orderly sequence of such objects of study as shall give the child an insight into the world that he lives in, and a command over its resources such as is obtained by a helpful co-operation with one's fellows. In a word, the chief consideration to which all others are to be subordinated, in the opinion of your committee, is this requirement of the civilization into which the child is born, as determining not only what he shall study in school, but what habits and customs he shall be taught in the family before the school age arrives; as well as that he shall acquire a skilled acquaintance of some one of a definite series of trades, professions, or vocations in the years that follow school; and, furthermore, that this question of the relation of the pupil to his civilization determines what political duties he shall assume and what religious faith or spiritual aspirations shall be adopted for the conduct of his life."

There is a movement on foot in Brookline, Mass., that will commend itself to all teachers who are longing for a more harmonious co-operation of home and school. Plans are being devised whereby parents and teachers

can consult together on educational questions. It has been proposed to organize an education society in the near future. The Boston *Daily Advertiser* writes: "The special significance of the movement is the promise it gives of a new social era when the gulf between the school and the home shall be entirely bridged over; when entire understanding and sympathy shall prevail; when the physical conditions that surround the life of the child in the household and in the school-room shall receive studious attention: in short, when standards of *quantity* are rejected and only *quality* is considered, and the moral character aim is universally acknowledged to be the true one. As education comes to be recognized as the greatest of all social forces now at work for the elevation of mankind and is regarded as a life process, beginning with infancy and continuing to old age, then will the means and methods of education become vitalized and enriched and the school and the home will work together in the utmost harmony."

It would be a good plan to organize an educational society in connection with every school. Many mothers would be glad to join if they could be convinced that the plan is intended to benefit their children. Let those who have tried it send reports of their success.

### Leading Events of the Week.

Many police officers indicted by the special grand jury in New York city.—Spain's missing cruiser, *Reina Regente*, found lying in shoal waters near the strait of Gibraltar.—Great Britain demands reparation for the expulsion from Bluefields by Nicaragua of the British consular agent.—Augusta and Columbus, Ga., visited by a destructive tornado.—Minister Muruaga, of Spain, sent home for reckless criticisms of Secretary Gresham.—Death of Gen. Adam Badeau, the friend and literary assistant of Gen. Grant.—A frenzied young Japanese attempts to kill Li Hung Chang; the wound is said not to be a fatal one.—The Canadian ministry orders the province of Manitoba to provide separate schools for the Roman Catholics.—After a terrible battle in Peru an armistice is arranged between the insurgents and the government troops.—Sixty men killed by an explosion in a Wyoming mine.—A famine in Eastern Equatorial Africa.—The treaty with Japan ratified by the United States.—Emperor William displeased at the action of the reichstag in refusing to congratulate Bismarck on his birthday.—An official investigation of the sinking of the *Elbe* begun at Bremen.

*Truth* relates this bright little school-room story:

A little girl who was just beginning to spell was asked by her teacher to spell "bee," which she did, enunciating the letters very distinctly. Her teacher corrected her, saying: "Jane, when you come to two letters just alike, as 'ee' in bee, pronounce them 'double-e,' not separately." A few days later she was called upon to read a line in the first reader which ran as follows: "Up, Up, Mary, the sun is high." Mistress Jane studied over it a minute and then, partly remembering the rule that her teacher had given her, read: "Double up, Mary the sun is high."

THE JOURNAL recently referred to the unfairness of the bill now before the Illinois legislature debarring married women from teaching in the public schools of any city in the state having a population of more than 100,000 inhabitants. The measure is mainly directed against Chicago which employs a number of married women as teachers. The people appear to be stirred up and the Illinois State Federation of Labor, the Trade and Labor assembly, and the Civic Federation of Chicago have joined in a strong protest against it. The petition being circulated by these organizations condemns the proposed law as "class legislation; as an act of injustice to the rights of women; as setting aside the merit system, which alone should prevail in the employing of public school teachers; as taking away that discretionary power that is now used by the board of education, and because of the illogic and absurdness of the measure."



THE JOURNAL has frequently shown that it is a serious mistake for a state to go into the school book publishing business. The Washington legislature has a number of members who seem bound to learn the truth only at the expense of the state. The live teachers of that young state should join hands with State Supt. Bean and stir up public sentiment against the pending bill. The Tacoma *Ledger* writes:

"It cannot be expected that this state would have any better success in publishing school books than California has had, where it has proved a very costly and unsatisfactory experiment. Supt. Bean says in his report that if California had invested at 8 per cent. the money spent in the manufacture of school books, the state could buy with the annual income all the books used in the schools and furnish them free to the pupils, and get better books. In the state of Indiana, where expenses of publication are from 50 to 75 per cent. lower than here, the experiment has been equally unsatisfactory."

Bridgeport, Conn., has been given the opportunity to secure a state normal school. But the legislature's gift is accompanied by the proviso that the city shall furnish the state board with suitable school rooms. The local committee very naturally wants an interpretation of what is meant by "suitable rooms." As no satisfactory answer has been given there is doubt whether Bridgeport will care to take the school upon which it appears to look as a present of the Danae. It is reported that in New Haven the senior class in the normal school numbers over 50, and the state has already asked for over 30 rooms. If the class increases in number the demand for rooms will increase. Bridgeport is looking on and wonders how many rooms a normal school must have to be "suitably" equipped. The state should either keep the school on its own hands and maintain it at its own expense or else leave the control to the local school committee. This is the only fair solution of the difficulty.

Portland, Me., still adheres to the antiquated plan of appointing its superintendent annually. Supt. F. E. C. Robbins who was recently re-elected has amply shown his ability to successfully manage the public school interests of the city. Why not appoint him for a longer term? The annual election has been condemned long ago by all fair-minded people, as demeaning and showing lack of confidence. Portland should wake up and revise its school code to be in harmony with modern educational demands.

Mr. William P. Hayward, who has been principal of a grammar school in North Salem, Mass., nearly 40 years, has tendered his resignation, to take effect with the close of this month. The school committee adopted a resolution expressing its confidence and esteem and its appreciation of his work.

The bill introduced into the Wisconsin legislature some time ago providing that teachers must be at least 18 years of age in order to secure a certificate is certainly a wise measure and should be adopted. It seems incredible that so much talk should be wasted in arguing so simple a question.

Brooklyn school boys learn object lessons out of school as well as in. The recent strikes have taught them methods of resistance to unlawful oppressions. Home work in primary grades has recently been prohibited. It did not take the small boys long to learn this and in some places where the exaction was continued strikes were organized. The dutiful who continued to fulfil the requirement were called "scabs" and bullied by the strikers. Their written exercises were taken away from them on the street and they were belabored with knotted handkerchiefs and even with stones tied in handkerchiefs. Some little fellows in one class, where it was the custom to mark excellent papers written in school with a gilt star and let the pupils take them home to show their parents, were despoiled of these papers, which were torn to shreds and their owners abused as "scabs." In a fourth-year class in No. 43, the following paper was drawn up and presented to the principal:

To the Hon. Wm. B. Ridenour:

In the course of human events it is to be considered that we the undersigned of room No. 22 Public School No. 43 have discovered that it is not our *capacity* to do all the HOMEWORK and *studying* imposed upon us.

Our motto is "Rebellion to wrong is obedience to right."

The thing which aggravates us most is that most of the classes in the public schools of the City of Brooklyn including our school except our class are excluded from homework.

Of course (we) the undersigned can get along well but it is for the sake of the majority.

We remain respectfully  
Your obedient pupils  
Wm. Prensley  
Moses Freimark  
L. Blumberg.

R'b't. Schulman  
Otto Sessler

The Seattle *Post-Intelligencer* is right. Washington needs three good normal schools. The state is fully able to maintain that number.

A Brooklyn teacher is quoted by the *Eagle* as having said: "We introduced vertical writing into our school when the subject first attracted attention. We were delighted with it, but we have since proved it a failure. The penmanship of our school is ruined." Whose fault was it? Certainly not that of the system.

There is much controversy over the location of Wisconsin's proposed new normal school. Lacrosse, Superior, and Chippewa Falls are leading in the fight for the prize.

The Michigan assembly has at last passed the bill giving to Duluth a normal school. No efforts should be spared to get the senate to follow its example. Michigan has at present only one normal school.

The new illuminant *acetylene* is already being made in many school laboratories. It is the discovery of Prof. Wilson, of North Carolina, and was made accidentally; he had melted some lime and powdered coal in the electric arc and being disappointed threw it into a pail of water; a gas arose and this was found to be a new illuminant. On further experimenting it was found that 40 parts by weight of lime or chalk and 24 parts of charcoal, coke, anthracite or graphite, both in powder are the best. Upon heating and pouring on water a double decomposition takes place, the oxygen of the water takes the calcium, forming calcic oxide; the hydrogen takes the carbon, forming acetylene, which is rated at 240 candle power; its symbol is C<sub>2</sub>H<sub>2</sub>. The cost of calcic carbide (from which acetylene is made) is estimated at about \$15 a ton. Let any student who has experimented with the garlic flavored gas, report.

A popular New York clergyman, wishing to found a kindergarten in connection with his church, engaged a young lady filled with the spirit and devoted to the methods of Froebel. She went to her work with enthusiasm and all seemed to be going well, when the clergyman expressed his dissatisfaction with her methods, saying that he saw nothing spiritual in the children's flying around like birds or creeping like worms. "I thought," said he, "that a kindergarten was a place where children learned nice religious pieces." What I want is to have these children crammed full of religion."

The London *Chronicle* vouches for the truth of this story of the late Professor Blackie: His wife was talking with him of charity. "Ah yes, Hans," she said, "you have always been so fond of speaking of the three—Faith, Hope, and Charity—he agapé, as you called her." The dying man, following the more accurate pronunciation of Greek which prevails in Scotland, gently corrected the misplaced accent—"agápe, my dear." And those were the last words which Professor Blackie uttered—a strikingly characteristic combination of his life-long ideas of kindness and scholarship.

There is much truth in these words from a letter in the Oswego, N. Y., *Times*, though the writer (Is it Dr. Sheldon?) makes his charge a little too general and hides the fact that there are thousands of teachers, and not only "the most capable leaders," who are moving in the right direction and have put their shoulders to the wheel to carry out the reforms to which he refers:

"Many of our most valuable reforms have emanated from the people as opposed to the 'school men.' The wonderful change that has been made in methods of teaching in the last half century has met with less opposition and more of positive encouragement from the patrons of the schools than from the teachers. The same is true in regard to the introduction of manual training into the public schools. The teachers and school officers have not yet ceased to oppose it, but the people approve of it. The very tendency of the teacher's work is to hold him to narrow lines of thought and keep him in a groove."

Referring to the address of Miss Sarah L. Arnold on "Recent Improvements in Primary Work," before the Cleveland meeting of the Department of Superintendence the writer says:

"It was an admirable, off hand presentation of the improvements that are now going on in primary work. No one has a higher appreciation of the value of these changes or has done more to inaugurate and promote them."

A few years ago there were two Japanese girls in Vassar college, Stematz Yamakowa, and Singhi Naghai, the former of whom is now the wife of Oyama, the Japanese minister of war. In speaking of them, a former classmate writes thus to the Chicago *Post*:

"One of their pretty customs was the leaving of some dainty souvenir when making calls upon fellow-students. I possess now a pretty little Japanese paper-knife with the familiar cord and tassel, given me on such an occasion by Miss Yamakowa. 'It is only a little thing,' she said, 'but I leave it to show my friendship for you.' How she laughed when I told her I was going to call her Yokohama, instead of Yamakowa! 'That is such a funny idea, and the similarity of the names never struck me before,' she said. Then, too, before me lies her picture; it bears the signature: 'With love, Stematz Yamakowa, Vassar, '82.' It is unmistakably a Japanese girl, but with fine, dark, wide-opened eyes—not almond-shaped like most of them—pretty, dark hair, and very intelligent expression. What added very much to her general appearance was a good figure and carriage. Singhi used to hobble like the rest of them, but Stematz walked. How little did we imagine in those untold days the important role she was to fill fifteen years later! How fine, how impressive she was when she graduated in '82—and yet the simplicity of manner, the charming consideration of others in this young Japanese girl were characteristics which many a proud descendant of generations of culture and civilization would do well to emulate. She was a faithful, conscientious student, and all her classmates were pleased that she should graduate with a commencement honor. Her oration showed study and deep thought, and our Japanese girl was an interesting sight to look upon as she stood there in her exquisite American gown of wonderful Japanese fabric, speaking our mother tongue so gracefully and well."

She is a woman of rare insight, wonderful executive power, and ability to express herself in a clear, logical and impressive way. A high appreciation of the valuable services she is rendering to the improvement of the elementary schools, of her noble, womanly, and intellectual qualities, her ability as an educator and a speaker were repeatedly manifested by the audience. She did herself great credit and won many new friends and admirers."

We are indebted to Mr. R. Snell, of Marmora, Ontario, for the following correction:

"In THE JOURNAL of March 9, under 'Manitoba School Question' you speak of Mr. Laurier as premier of Canada. Mr. Laurier is leader of the Reform Party, in opposition. The premier is Sir Mackenzie Bowell of the Conservative Party."

Since THE JOURNAL took up the school board question there has been much discussion in the newspapers on the proper way of solving it. The public also is gradually waking up to the need of abolishing the political board. Are the teachers helping to spread the agitation? The *Detroit Free Press* in an editorial (March 11), on the absurdity of drawing party lines in the election of board members, says:

"There is nothing necessarily partisan, and should not be, in the constitution of the school board; and the day will sometime come, we venture to say, when this will be realized and acted upon. \* \* \* Most of the wrangling, and a good deal of the corruption which have disgraced the board in the past few years have grown out of the distribution of patronage, and the endeavor to make it subserve some party purpose. It is inevitable, of course, that while party government continues to be recognized, there should be more or less of its evil results in our educational system as elsewhere; but there is no other department of the city government where there is so much to gain, and so little to lose, in eliminating partisanship altogether. There is, upon principle, no more reason why the inspectors should be chosen because they are Democrats or Republicans than there is why the teachers should be appointed on similar grounds."

### A Plan of Classifying Pupils.

(Supt. W. J. Shearer in a letter to the Pittsburg, Pa., *Leader* describes a very practical system of "grading" pupils. It is reprinted here in part. Superintendents, principals, and teachers in general will derive many valuable suggestions from it.)

All will agree that the children of any school differ in age, in acquirement, in aptitude, in physical endurance, in the power of attention, in home advantages, and in many other ways; yet the graded school of to-day would keep fifty pupils in intellectual lock-step, not only month after month, but year after year, for their whole school lives! For having subjected all to a useless examination they are promoted annually by companies. This being so, need we wonder that the iron-clad system of grading, which, regardless of all differences, would cast all minds in the same mold, and subject all to the same treatment for the same length of time, and test all in the same way, is objected to because it demands so much uniformity at every step, that the large majority of the pupils graduate too late to get a fair start in life. Is it any wonder, that, from all sides, there comes a demand for some plan of grading which will be more pliant.

Answers to letters of inquiry, statistics gathered, and visits to many of the leading cities, prove that the need of some reform in the manner of grading is everywhere felt, but what change should be made no one seems willing to say.

The following changes, which can be made gradually in any system, without friction, have enabled us to secure an accurate classification of pupils into small classes, with but a short interval between the classes. This makes it possible for any pupil at any time to pass from his own class to the next higher division, when his work puts him ahead of his regular class.

1. The examination as a test for promotion was abandoned. The pupil's ability to do the work of the next grade is not now determined by the time of year or by the result of an examination, but by the record made in his daily work as shown by his monthly report.

2. The pupil's were graded carefully on their ability to do the work of each grade, and but one grade put in a room.

3. As differences appeared, each room was subdivided into several small groups in essential studies. As no given amount of work was demanded in a certain time each group was allowed to go just as fast as it could and should and no faster.

Among the many beneficial results noted during the past two years may be mentioned the following:

1. As the pupils are graded in classes of from ten to twenty instead of herded in classes of fifty, the teacher can come into close contact with each individual and secure from each one his best work. The attention of the class can be held, and the wants of each pupil stand out.

2. Every child is touched with hope, as his advancement depends entirely on his ability and willingness to do the work and not on the time of year or the rest of the class. As soon as a pupil gets ahead of his class he is advanced to the next division, which is but a short distance ahead.

3. Forty-three per cent. of the pupils in the schools of this city had passed to advanced work before the end of the first year's trial, and had gained from one-third to three-fourths of a year's work. The results this year will be even better, and most of the pupils will gain from one to four years.

### Teachers in Fiction and Other Topics.

The Chicago Teachers' Club struggled womanfully, at their March meeting, to stick to their text, viz., "The Teacher in Fiction," but the subject, which it must be admitted smacked a little of a literary society theme, seemed to be in danger of being side-tracked because of the intense interest manifested by the members in the burning questions which are now being considered by our legislature: Shall we pension our teachers? and, Ought married women hold positions in our public schools?

But to return to "The Teacher in Fiction." It seems that he or she is not satisfactorily portrayed, there is not enough of the romantic element in the school-teachers described by our romancers. To be sure some years ago the English governess in fiction was a person to be avoided as the deadly Upas tree, if the men of the story were to know any peace of mind, but take our every day teachers and the novelist of to-day fights shy of them when choosing heroes and heroines.

Miss Rose Kavana's paper on this subject drew attention to the unattractive part that teachers usually held in such literature and emphasized her point by referring to Dickens' famous pedagogues.

It does seem a little hard that our story tellers have passed the ladies of this profession by so resolutely. There is hardly a profession followed by women but what has had its due share of attention. Typewriters are proverbial for their charm in fiction; artists, doctresses, nurses, shop girls, factory girls, "pale seamstresses" not even omitting the "blanchisseuse fin" which was Trilby's original vocation (if one dare mention poor Trilby!) well, they have all had their day and are still having it while all that is hopelessly prosaic and often disagreeable is assigned to the teacher. Fiction writers have not yet seen the gentler, more lovable side of the lives of the followers of this calling. They recognize only the dullness and routine and fail to grasp the poetic possibilities.

But after all it doesn't make such a great difference what the story writers say but it is of the most vital importance whether a woman may teach and be married, too. The bill as it now stands reads that "The board of education in cities having a population exceeding 100,000 inhabitants shall have no right nor power to employ as teachers in the public schools, married women." In other words they can't eat their cake and still have it. You cannot be married and enjoy the happiness of a family life and at the same time hold a position in our public schools.

The Teachers' club seem almost unanimous in favor of allowing married women to teach. Miss Friedberger, president of the club, said:

"The only thing to be taken into consideration is the capability of the teacher. Some of our best teachers are married women. In fact, the mother makes the most efficient teacher because she understands and sympathizes with child nature. I am opposed to the bill and believe it will never pass."

Miss Friedberger but voiced the general sentiment, it would seem. There is without doubt another side to the question. Can a woman attend to the duties which naturally devolve upon a wife and mother, attend to them conscientiously and at the same time perform the arduous labor which falls to the teacher in the public school of this or any other city? That there are cases where it is necessary for the wife to be the breadwinner must be taken into consideration. They manage it very well in St. Louis, where if it be proven that the husband cannot maintain his family the wife is then allowed to teach.

Another strong argument brought up in the course of the discussion was that if you compel women to relinquish their work because of marriage it will take away from the dignity of the profession by merely making it an employment which shall serve as a makeshift until they marry. Unless all women teachers take vows of celibacy they will be certain that their careers will be cut short in the event of marriage. Then women who desire to make this a life work will, in a large number of cases, direct their energies in other channels.

It is a very perplexing question all around, and no one wishes to empower the legislature to do anything which might tend to belittle this noble calling, but all the same one can't help but feel sorry for the children and husband of the woman in public life. The family usually boards or lives with "her folks" and there is a general "dearth of woman's nursing" in such a household.

And then the other question. Shall we pension our teachers? Representatives of the club reported on their recent trip to Springfield, having been sent there in the interests of the bill.

The delegates had had a "perfectly lovely time," and were most enthusiastic in praise of the treatment they received at the hands of the members of the house.

Everyone, they declared, favored the bill which provides for an allowance of half the regular salary to faithful ones who have served twenty years.

The ladies were particularly confident of success, but then there is no certainty about things political.

What does it avail if the wily solons *did* whisper soft nothings in the willing ears of our envoys as the Irishman said, "a politician is always ready to cut your 'troat' behind your back," a fact which our teachers may be sadly forced to realize.

Chicago.

BLANCHE MACGAFFEY.



J. F. Millspaugh.

Dr. J. F. Millspaugh, superintendent of the Salt Lake City schools, was born at Battle Creek, Michigan in 1855. Resolving to secure a thorough education, he spent two years in the high school at Ann Arbor, and after graduating, entered the University of Michigan, completing the classical course in 1879. He was principal of the high school at Frankfort, Indiana, for two years, and on leaving this position, he returned to Michigan university, where he accomplished two years' work in one year. He then attended the University of Pennsylvania, making the same record, and graduating in 1883.

After his graduation he was chosen superintendent of the Collegiate institute at Salt Lake City, where he remained seven years. From Salt Lake City he went to take charge of the de-

partment of science in the college at Lawrenceburg, New Jersey; but soon returned to Salt Lake City, and in 1890 became superintendent of the schools there. His first duty was to crystallize into a system the various schools of the place, and with an intelligent and earnest devotion he addressed himself to his work. At that time the school census included 4,500 pupils, the force of teachers being sixty. At the present time the enrollment is about 11,000 requiring a corps of 225 teachers.

In the duties of his position, Supt. Millspaugh has shown ability of high order, and has been remarkably successful. His policy in the management of the schools under his charge, may be summed up in his own words. "The theory upon which the schools have been conducted is based upon the idea that the schools should be free; not free merely in the sense that tuition charges should be remitted, but in the much broader sense that every tangible obstacle which can prevent an enjoyment of their benefits should be removed; that they should be permeated by an atmosphere of attractiveness and good will, and that each child in them should be allowed such development of his powers as accords with nature's designs for him. These are matters which must vitally effect an estimate of the influence which a school system exerts in a community. If in a large degree these conditions obtain, the schools are free; if any one of them is conspicuously absent, they can be free only in name." W. S. W.

Co-education has been tried at Cornell for more than twenty years. So successful has it proved at Cornell, and the other state universities, that many of the New England colleges have been forced to follow the example, although very cautiously. The number of young women coming to Cornell has increased with the great increase in the student body so that the accommodations in Sage Hall, the women's dormitory, have long been in sufficient. The trustees have decided to enlarge the dormitory at an expense of about \$50,000, and the work will be begun early in the spring in order to have it completed by September 1. The women's gymnasium will be moved into the new portion of the hall, and enlarged so as to accommodate a class of 75 at once. Leading off from the gymnasium will be a wing, which will contain bath-rooms, dressing-rooms, and lockers. A plunge bath and other modern conveniences are included in the equipment.

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Minneapolis, Minn., Mch. 8, 1895.

My dear sir:— I was formerly Secretary of the Teachers Co-Operative Association, of Chicago, Orville Brewer, Manager. While so employed my work was exclusively the direct recommending of teachers to School Boards and College authorities. I had under me in this work seven clerks who gave their entire time to this department;—recommending teachers to schools. The Association had in all twenty three clerks;—one "Reception-clerk", two for correspondence with teachers, two for "Book-entries", one "Filing-clerk", one "Index-clerk", five for circular work, three "Register-clerks", and eight (including myself) "Recommending-clerks."

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Mrs. R. R. Rasmussen.

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## Preliminary Program of the N. E. A.

For the general sessions of the 34th annual meeting of the National Educational Association of the United States, at Denver, Col., July 9-12, 1895, the following program has been announced;

(The proof is yet under supervision and minor changes may be looked for.)

### TUESDAY, JULY 9, AFTERNOON.

Address: Place of Art in Education. (40 minutes). By President James MacAlister, Drexel institute, Philadelphia, Pa.

Address: The Next Step in the Education of the Indian. (20 minutes). By Dr. W. N. Hailman, superintendent of Indian schools, Washington, D. C.

### TUESDAY EVENING.

President's address: What Knowledge is of Most Worth? (40 minutes). By Prof. Nicholas Murray Butler, Columbia college, New York, N. Y.

Demonstration of physical exercises suited to the school-room (with a class of children) (20 minutes). By Carl Betz, director of physical training, Kansas City, Mo.

### WEDNESDAY, JULY 10, MORNING.

#### SYMPOSIUM: "Co-ordination of Studies in Elementary Education."

1. The Principles Upon which Co-ordination Should Proceed. (30 minutes). By Pres. Charles De Garmo, Swarthmore college, Swarthmore, Pa.

2. What has been Accomplished in Co-ordination in the Field of Natural Science. (20 minutes). By Prof. Wilbur S. Jackson, Cook County normal school, Englewood, Ill.

3. What has been Accomplished in Co-ordination in the Field of History and Literature. (20 minutes). By Charles A. McMurry, Illinois Normal university, Normal, Ill.

Discussion to be opened in ten-minute speeches by Prof. B. A. Hinsdale, University of Michigan, Ann Arbor, Mich.; Edward D. Farrell, assistant superintendent of schools, New York, N. Y.; James L. Hughes, inspector of schools, Toronto, Canada.

#### General discussion:

Under the five-minute rule such opportunity as time will permit, will be afforded for general discussion. Persons desiring to speak must send their names in writing to the chair.

### WEDNESDAY EVENING.

Address: Education According to Nature. (40 minutes.) By Chanc. W. H. Payne, University of Nashville, Nashville, Tenn.

Address: The Teacher as a Student. (20 minutes). By Dr. James M. Milne, State normal school, Oneonta, N. Y.

### THURSDAY, JULY 11, MORNING.

Report of Committee on nominations, and election of officers. SYMPOSIUM: *The Duty and Opportunity of the Schools in Promoting Patriotism and Good Citizenship.*

1. New Standards of Patriotic Citizenship. (20 minutes.) By George H. Martin, supervisor of schools, Boston, Mass.

2. The Study of American History as a Training for Good Citizenship. (20 minutes). By D. B. Johnson, principal of the Winthrop training school, Columbia, S. C.

3. The Ethical Element in Patriotism. (20 minutes). By A. P. Marble, superintendent of schools, Omaha, Neb.

Discussion to be opened in 10-minute speeches by W. C. Warfield, superintendent of schools, Covington, Ky.

C. B. Gilbert, superintendent of schools, St. Paul, Minn.  
William Richardson, superintendent of schools, Wichita, Kan.

#### General discussion:

Under the five-minute rule such opportunity as time will permit, will be afforded for a brief general discussion. Persons desiring to speak must send their names in writing to the chair.

### THURSDAY EVENING.

Address: Effect of the Doctrine of Evolution upon Educational Theory and Practice. By Prof. Joseph LeConte, University of California, Berkeley, Cal.

### FRIDAY, JULY 12, MORNING.

#### SYMPOSIUM: *The Instruction and Improvement of Teachers now at Work in the Schools.*

1. By Teachers' Institutes (20 minutes). Prof. Arvin D. Olin, State university, Lawrence, Kan.

2. By Teachers' Classes. (20 minutes). Prof. Earl Barnes, Stanford university, Palo Alto, Cal.

3. By Teachers' Reading Circles. (20 minutes). L. H. Jones, superintendent of schools, Cleveland, O.

Discussion to be opened in 10-minute speeches by Mrs. A. J. Peavey, state superintendent of public instruction, Denver, Col. Prin. James M. Green, state normal school, Trenton, N. J. N. C. Schaeffer, state superintendent of public instruction, Harrisburg, Pa. W. R. Kirk, state superintendent of public instruction, Jefferson City, Missouri.

#### General discussion:

Under the five-minute rule such opportunity as time will permit, will be afforded for general discussion. Persons desiring to speak must send their names in writing to the chair.

### FRIDAY EVENING.

Address: The Education of Public Opinion. (40 minutes). By Hamilton W. Mabie, editor of the *Outlook*, New York, N. Y.

Address: Educational Values. (20 minutes). By Pres. James H. Baker, University of Colorado, Boulder, Col.

## Teachers' Associations.

April 3-5.—North Nebraska Teachers' Association at Norfolk. Miss C. C. White, Wayne, president.

April 3-5.—Northeast Wisconsin Teachers' Association at Neenah.

April 4-6.—Northern Indiana Teachers' Association at South Bend.

April 4. Southeastern Wisconsin Teachers' Association, at the State Normal school, Milwaukee.

April 4-5.—Central Nebraska Teachers' Association at Aurora. Supt. J. K. Stapleton, Lexington, sec'y.

April 4-6.—Southern Indiana Teachers' Association, at North Vernon. H. P. Leavenworth, Mt. Vernon, Ind., Pres't.

April 11-13.—Southwestern Iowa Teachers' Association at Council Bluffs.

April 18-20.—Northeast Kansas Teachers' Association at Kansas City.

April 19-20.—Massachusetts Association of Classical and High School Teachers, Newtonville.

April 20.—New England Conference of Educational Workers at Boston.

April 26-27.—Northern Illinois Teachers' Association at Joliet.

April 26-27.—Western Nebraska Teachers' Association at Sidney.

May 3.—New England Normal Council at Boston.

June 18-20.—Missouri State Teachers' Association at Pertle Springs.

June 27, 28, 29.—New York University Convocation at Albany.

June 11.—State Teachers' Association for Colored Teachers at Austin, Texas. Mr. A. J. Moore, Waco, Texas, president.

July 1, 2, 3.—New York State Teachers' Association at Syracuse.

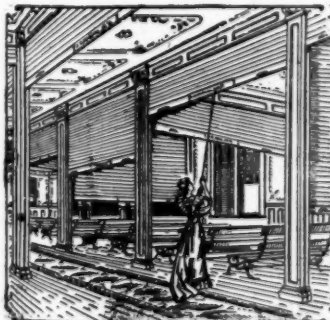
July 5-12.—National Educational Association at Denver.

July 9-12.—American Institute of Instruction at Portland, Maine.

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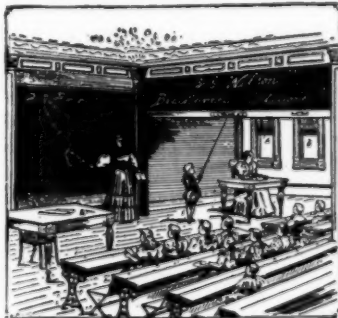


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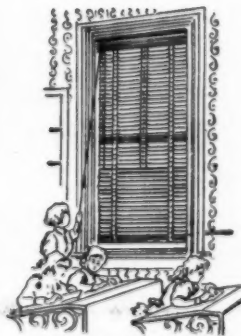
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## Summer Schools.

MASSACHUSETTS.—Martha's Vineyard Summer School at Cottage City, Mass. Beginning July 8, continuing five weeks. Dr. W. A. Mowry, Hyde Park, Mass., President.

Harvard University Summer School, beginning July 5. Address M. Chamberlain, Harvard University, Cambridge, Mass., Clerk of committee.

The Sauveur College of Languages and the Amherst Summer School at Amherst College, Amherst, Mass. Begins July 1, continuing six weeks. L. Sauveur, Ph.D., LL.D., Pres't, W. L. Montague, M.A., Ph.D., Director and Manager.

ILLINOIS.—Cook County Normal Summer School, Chicago (Englewood) Ill. Three weeks, July 15-Aug. 3. Wilber S. Jackman, manager, 6916 Perry avenue, Chicago.

NEW YORK.—The Mid-Summer School at Owego, N. Y., July 15-Aug. 2. Address Geo. R. Winslow, Binghamton, N. Y.

University of the City of New York. Summer courses will be given in a new building of the undergraduate college at University Heights, New York City, beginning July 9-Aug. 17. (Mathematics, physics, chemistry, biology, experimental psychology, theory and practice of teaching.) Henry M. McCracken, LL.D., Chancellor, L. J. Tompkins, Registrar.

The National Summer School at Glens Falls, N. Y. Three weeks. Beginning Tuesday, July 16, 1895. Sherman Williams, Manager.

MICHIGAN.—University of Michigan Summer School. July 8-Aug. 16. Address James H. Wade, Sec'y of University of Michigan, Ann Arbor.

CONNECTICUT.—Connecticut Summer School for Teachers at Norwich July 8-26. Address Chas. D. Hine, Hartford, Sec'y.

IOWA.—Des Moines Summer School of Methods, July 9-Aug. 2. W. A. Crusinberry, manager. Drake University, Des Moines, Iowa.

Summer Latin School, Drake University. Nine weeks devoted exclusively to Latin. June 24-Aug. 23. C. O. Benny, Drake University, Des Moines, Iowa.

OHIO.—Summer School of Western Reserve University at Cleveland July 1-27. Address Prof. H. E. Bourne, Station B, Cleveland, Ohio.

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## New Books.

For those who wish a sound elementary knowledge of physics there is no question about the great value of the University Tutorial series. An examination of these books will show this to any one who is at all acquainted with the subject. For instance, in the first volume, *A Text-Book of Sound*, by Edmund Catchpool, B.Sc., just issued, great pains has been taken by means of diagrams and verbal descriptions to convey a clear idea of how sound waves are disseminated. Vibratory motion in all its phases is explained and illustrated; then progressive undulation, velocity of sound, interference, the ear and hearing, reflection of sound, vibrations of air in pipes, transverse undulation, etc., are considered. It has been the author's aim to present a clear picture of the external physical processes which cause the sensation of sound; mathematical symbols have been avoided as far as possible. Again he has kept before the reader the distinction between phrases which describe actual processes or conditions and phrases which, while they facilitate the prediction of real processes and real phenomena, do not themselves stand for any physical condition or event. Only those peculiarities of the sensation of sound are considered which throw light on the external physical processes that are taking place. (\$1.00.)

In the fourth volume of the same series the subject of *Magnetism and Electricity* has been treated, by R. Wallace Stewart, D.Sc., with that carefulness and thoroughness which its great importance in this electrical age demands. While all the newest phases of the science are touched upon, the treatment of the subject throughout is of a strictly elementary character, such as is required by students in the higher schools and the colleges. In the present edition induction has been more fully considered, and a brief sketch has been added of the more interesting facts connected with magnetic induction in iron. (W. B. Clive, 65 Fifth avenue, New York. \$1.00.)

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## New Books.

It is often said that the church fails largely in its work by not getting close enough to the life of to-day. There is undoubtedly much truth in this complaint. Many clergymen feel it and some of the most advanced thinkers are trying to bring about a change. Among these is Rev. Geo. D. Herron, D.D., professor of applied Christianity at Grinnell college, Iowa, the author of a volume called *The Christian State: A Political Vision of Christ*. Under our imperfect social and political system the regeneration of the individual can go on; still the author claims that "the individual convert to Christ is constantly crippled on every side in his Christian character because of the false social principles that everywhere prevail in commerce and society, and that the church cannot really prove to the unchurched world the conversion of its individual members, except they do now sacrifice themselves in the social Christ for the social coming of the Christ law and spirit." Dr. Herron firmly believes that the perfection of the Christian state will result in the social realization of democracy, the redemption of the law from anarchy, and the salvation of the church. He has given the subject a great deal of thought, is thoroughly in earnest, and his little book is worth a perusal by all who are hoping for the improvement of humanity. (T. Y. Crowell & Co., New York and Boston. 16mo., gilt top. 75 cents.)

A small volume entitled *Our Profession and Other Poems* from the pen of Prin. Jared Barhite, of Long Island City, has just been issued. Readers of THE JOURNAL have had frequent opportunities to test the quality of Mr. Barhite's verse, for poems by him have appeared in the paper from time to time. There are didactic poems, poems of nature, and miscellaneous poems. We will not conceal our preference for the two latter classes. The author shows an appreciation for the beautiful and sometimes expresses his thoughts and sentiments very happily. There are places, however, where a little more care might have been given to the feet, but differences in the quality of the work must be looked for in a volume containing so many poems. To our mind among the best poems in the book are "The Ogre," "My Choice," "A Picture," and "Fidelity." The latter is an Indian legend, and from a literary point of view, is certainly superior to anything in the volume. But we will go no further—the reader can have the pleasure of finding the good things for himself. Mr. Barhite's many friends and well-wishers will doubtless hasten to procure this collection of flowers of his fancy. The frontispiece is a portrait of the author. (William E. Barhite, 270 Freeman avenue, Long Island City, N. Y. \$1.25.)

Thomas G. Shearman, one of the most noted writers on economics of the present day, has written a pamphlet on an important subject, *Taxation of Personal Property*. He cites numerous trials of this tax, with its effects on the farmers, and condemns it as impracticable, unequal, and unjust. Then he shows in just what way it is unjust and how to avoid such an undesirable tax. (Sterling Publishing Co., New York.)

## HIGH TIME

to be looking after that "better position" for next fall. How to get it? THE NEW YORK EDUCATIONAL BUREAU has best facilities, and is most favorably known among the educators and employers of teachers, because here are registered live, progressive teachers; and this Bureau cordially recommends them. This Bureau has been asked to furnish candidates for positions paying \$5000 a year down. Forms for stamp. Remember this name and address:

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A book that would make a charming present for Easter is *Lingua Gemma: A Cycle of Gems* compiled by Ada L. Sutton and illustrated by Mary Fairman Clark. The contents of the volume consists of descriptions of different precious stones with poetic and prose selections appropriate to each. The compiler has displayed excellent judgment and taste in making these selections. The book has gilt edges, is finely printed, and bound in white with a wreath design on the front cover. The artist has grouped faces, leaves, flowers, and scrolls so as to form some very pretty combinations (The Merriam Co., New York. \$1.50.)

### Literary Notes.

Frank Vincent's forthcoming book of travel, *Actual Africa; or, The Coming Continent*, gives a comprehensive survey of the entire country. In addition to his inland travels, Mr. Vincent has circumnavigated the continent. In the Congo country he entered new ground. The publishers, the Messrs. Appleton, have profusely illustrated the book and provided it with a large map, corrected to date.

The new volumes by William Winter are in the press of Macmillan & Co. One is called *Brown Heather and Bluebells*. The other is a third series of his "Shadows of the Stage."

Frederic Chapman, the London publisher whose death occurred about a fortnight ago, was a lineal descendant of the poet George Chapman. Some of the authors for whom in Mr. Chapman's time his firm acted as publishers were Carlyle, Dickens, Thackeray, Browning, Mrs. Gaskell, Trollope, and George Meredith.

*Eve's Ransom*, a new novel by George Gissing, author of *New Grub Street*, *Densil Quarrier*, etc., is to be published shortly by D. Appleton & Co. It is a study of London and provincial life.

D. C. Heath & Co., Boston, have in press for immediate issue in "Heath's Modern Language Series," Racine's *Athalie*, one of the greatest, if not the greatest classical masterpiece of the French drama, and a work that must be read in every good course in French literature. The introduction contains a life of Racine with characteristics of his work, and a treatise on versification. The notes are designed for school as well as college, and the edition is prepared throughout with the most careful and painstaking scholarship.

Ginn & Co., have issued *The Technique of Sculpture*, by William Ordway Partridge. The chief object in the publication of this book has been to furnish a practical as well as a theoretical knowledge of sculpture. Suggestions have been made that may prove useful even to advanced students, although the author has in mind, mainly, the thought of furnishing a guide to beginners.



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## Publishers' Notes.

The teacher that will be able to look back at 1895 as the year that brought advancement in position and salary will find the recollections of it happy indeed. The chances in favor of such advancement will be great if one registers with the Bridge Teachers' Agency, 110 Tremont street, Boston, and 211 Wabash avenue, Chicago. One fee registers in both offices.

The school that is teaching chemistry and physics, in order to do the best work, ought to have a good laboratory fitted up as it can be fitted up by Eimer & Amend, 205-211 Third avenue, N. Y. It is unnecessary to specify; suffice it to say that they have all the facilities for fitting up a school laboratory in the most approved way with apparatus, glass ware, and chemicals.

"The apparel oft proclaims the man," is the speech that Shakespeare puts into the mouth of one of his characters, and this is especially true so far as neatness is concerned. How one can go with unblackened shoes when so excellent an article as Brown's French Dressing is in existence passes comprehension. It is sold everywhere; look for the Paris medal on the bottle.

In war it is considered a very good thing if a sharpshooter can get a snap shot at the enemy. But this is a bloody and cruel work, not to use harsher terms. A much more civilized way to make a snap shot is to use a kodak, like the Bullet, a roll film camera that hits the mark every time. It shoots twelve times, can be reloaded in daylight, and makes a picture  $3\frac{1}{4} \times 3\frac{1}{4}$  inches. For an illustrated manual send to the Eastman Kodak Co., Rochester, N. Y.

Think what a convenience and a help in the work of the school it is to have an apparatus by which any number of copies of a writing or drawing may be made so that each pupil may have one! There is no reason why the teacher should not possess such an apparatus, for Lawton & Co., 20 Vesey street, N. Y., have two, the prices of which are low. The Neograph makes 2,000 copies and the Simplex Printer from 75 to 100. Write to them for circulars.

Ladies should send for a set of the "S. H. & M." miniature figures showing the latest Parisian costumes, also the booklet on "How to Bind the Skirt." They may be had for ten cents in stamps. In this little book will be found plenty of proof of the excellence of the Duxbak Rainproof Binding. Address the "S. H. & M. Co.," Box 699, New York.

Savages allow the women to do all the hard work, while the men engage in hunting and other recreations which they consider proper for warriors and gentlemen. But civilized men try to save the women from hard work. It is therefore a mark of a high state of civilization that such an article as Sapolio has obtained such a wide use. It may be obtained of dealers everywhere.

Owing to the general depression that has affected business in the United States, Queen & Co., Philadelphia, have considered it advisable to make an "assignment" for the best interests of all parties concerned, and in order that an entire reorganization may be promptly and satisfactorily accomplished. The immediate result of this action is the placing on the market at greatly reduced prices of the larger part of their stock of standard scientific apparatus, aggregating in value hundreds of thousands of dollars. This "reorganization" sale will continue only until their stock is reduced to the desired amount. They reserve the right to withdraw any quotation one week after date. Possible purchasers should com-

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Many school buildings have folding doors or sliding partitions between the different rooms, but these are not nearly so good as the rolling partitions made by James Godfrey Wilson, 74 West 23d street, N. Y. They are sound proof and airtight and made of various woods; the blackboard surface may be placed wherever it is the most convenient. It is well for builders of schools to look into the merits of these partitions and also the wood-block floors. The latter are handsome, cleanly, fire-resisting, noiseless, and warm to the feet.

Teachers will be glad to learn of the publication of *A Course of Language Study in Outline*, by Southworth and Goddard, authors of "First Lessons in Language" and "Elements of Composition and Grammar," with comments on special forms of language teaching. It is a twenty-eight page pamphlet. When writing to Leach, Shewell & Sanborn in regard to it, mention this paper.

It is time for teachers to be thinking about the diplomas that are to be given at the end of the school year. It arrangements are made now, the rush, and perhaps annoyance during the last days of the term will be saved. Write to C. L. Rickets, Opera House Building, Chicago, for samples, designs, etc., and give him time to finish the work according to your taste. In writing for samples don't forget to state the kind of school and number needed, and of programs, the number and approximately the price you wish to pay per hundred.

If you wish pumps for compressing oxygen and hydrogen gases into cylinders, by hand power, send to Chas. Beseler, 218 Center street, N. Y.

## Literary Notes.

Recent defects in banking systems of book-keeping emphasize the importance of reducing the study to a science. "Folsom's Bookkeeping" reduces the subject to an exact science. It undertakes to give the theory and practice of double entry bookkeeping based on the unit of value as being of two fundamental classes, commercial and ideal, illustrated with examples and memoranda which can be made available to students and business men. E. G. Folsom, the author, was the successful principal of the Albany Business College. A. S. Barnes & Co., publishers, New York.

The sale of Mr. Bryce's *American Commonwealth* has been forbidden in Russia. This does not look like liberalism on the young Czar's part.

Macmillan & Company will shortly publish Dr. Ernst von Hall's exhaustive study of "Trusts." This work is perhaps the first which attempts to deal with the problem of industrial combination and aggregation as a whole, and to sketch its relation to the other economic tendencies of the period.

Harper & Brothers announce several important works, among them the fourth and concluding volume of the splendid illustrated edition of *Greene's Short History of the English People*.

*The Story of the Stars*, by G. F. Chambers, is a compact and convenient outline of astronomy for popular reading, which is to be published shortly by D. Appleton & Co. as the first volume in a new series of "Useful Stories." This series includes *The Story of the Stars*; *The Story of the Earth*, by H. G. Seeley; *The Story of Primitive Man*, by Edward Clodd; *The Story of the Solar System*, by G. F. Chambers.

The following statement is made concerning John Fiske's early achievements in reading: "At seven he was reading Caesar, and had read Rollin, Josephus, and Goldsmith's Greece. Before he eight he had read the whole of Shakespeare and a good deal of Milton, Bunyan, and Pope. He began Greek at nine. By eleven he had read Gibbon, Robertson, and Prescott, and most of Froissart, and at the same age wrote from memory a chronological table from B. C. 1000 to A. D. 1820, filling a quarto blank book of sixty pages."

Among the novel and valuable features of Dodd, Mead & Co.'s periodical *The Bookman*, appear an Eastern and a Western letter, one dated from New York, the other from Chicago, giving lists of books that were most in favor during February. "Trilby" (Harpers) heads both lists.

The Appletons have issued the sixth volume of the new revised edition of *Johnson's Universal Cyclopedia*. Two volumes more will complete the work.

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A book sure to interest every teacher and student of pedagogy is Ufer's *Introduction to the Pedagogy of Herbart*, which has just been translated under the auspices of the Herbart Club, by J. C. Zinser, A. M., and edited by President Charles DeGarmo, of Swarthmore college, and published by D. C. Heath & Co. This book gives a bird's-eye view of the entire system of Herbartian theory and practice.

D. Appleton & Co. announce for early publication the *History of the People of the United States*, Volume IV., by Prof. John Bach McMaster.

In Sheldon's New Language Series (Sheldon & Co.) is given a combination of the language lesson system and pure grammar. While in the *Primary Book* of this series they have presented the Language Lesson plan in its most attractive form; yet, near the end of the book, in a series of fifteen lessons, or review exercises, they have placed in clear and simple, yet, definite grammatical form, all that the children have been learning on the subject of grammar. In the *Advanced Book* this same plan is carried out, and definite grammatical principles are fixed in the child's mind. A simple system of diagrams is furnished; also a sketch of the English language, and an analysis of words, prefixes, suffixes, and stems; and a chapter on Versification.

J. B. Lippincott Company have secured a new novel by the noted author of *A Superfluous Woman*. It is called *Transition*, and takes up the gage cast down by "Marcella." It shows with tragic intensity the creeping harm of socialistic and anarchistic tendencies. It is a fitting intellectual child of its anonymous author.

A volume on *Forests and Forestry*, by B. E. Fernow, will be issued by the Messrs. Crowell in their library of economics and politics. In the same series will be issued later a volume by Prof. George E. Howard on "Marriage, the Family, Divorce."

J. Selwyn Tait & Sons have ready their edition de luxe of Henry Bedlow's *White Star and Other Poems*. It is a large quarto, with an illustration for each stanza by J. Steep e Davis. The same firm has issued the fourth edition of "The Gist of Whist."

Mrs. Humphry Ward's short novel, *The Story of Bessie Costrell*, will be issued in book form by Macmillan & Co. in May.

#### During the Teething Period.

Mrs. Winslow's Soothing Syrup has been used for over FIFTY YEARS by MILLIONS of MOTHERS for their CHILDREN WHILE TEETHING, with PERFECT SUCCESS. It SOOTHES the CHILD, SOFTENS the GUMS, ALLAYS all PAIN; CURES WIND COLIC, and is the best remedy for DIARRHOEA. Sold by Druggists, in every part of the world. Be sure and ask for "Mrs. Winslow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.

Two books on physical geography by Prof. Ralph Stockman Tarr, will be issued this year by Macmillan & Co. One is intended as a text-book for secondary schools, the other, in which the treatment is much more detailed, as a text-book for colleges and a book of reference for teachers.

Macmillan & Co. announce *In Stevenson's Land*, by Marie Fraser, in which the life lived at Vailima, Stevenson's home, and the gentle, kindly natives, with their faith in the wisdom of Tutuila, as Stevenson was called, are described in detail. The book is an outgrowth of a visit extending over some months.

The sale of *Trilby* is now well up toward 200,000 copies. It is needless to add that Mr. du Maurier is writing another novel.

A biography of General Sheridan will be written, it is said, by the general's brother, Col. Sheridan.

A volume with the title, *Shakespeare's Heroines*, written by Charles E. L. Wingate, of Boston will soon be published.

Under the lead of Robert Louis Stevenson, and not a little under his inspiration, there has come forward lately a whole group of young Scotch writers of remarkable grace and strength. The chief of these—Barrie, Crockett, and Ian Maclaren—have written each a tribute to their brother and master Stevenson, which appears with portraits and other pictures, in a late number of *McClure's Magazine*.

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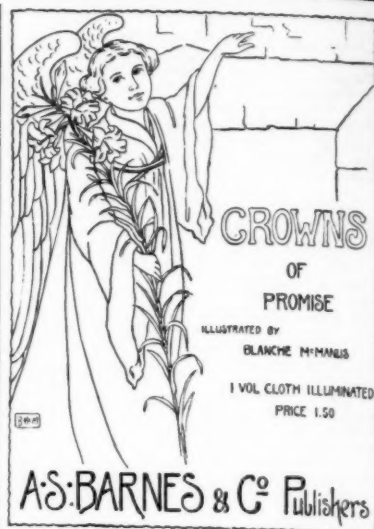
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